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the minutest detail, cannot fail to be of the utmost value to the thoughtful student. It may, however, be feared that this high merit has carried the volume to such large proportions as to exclude it from general use in the high schools.

In the presentation of positive and negative numbers a theoretically historical development is followed which is contrary to actual experience, and so must appear artificial and arbitrary to the student. Namely, negative numbers are defined as numbers less than zero which were *invented* in order to extend subtraction to the case in which the subtrahend is larger than the minuend, and incidentally it turns out that positive and negative numbers tend to destroy each other when they are combined, whereas this latter property is the characteristic of many quantities already known to the student in arithmetic, and he looks to algebra not to invent them, but to show him how to use them. From this one defining property follow naturally and logically all other properties and applications of positive and negative numbers.

One mechanical fault is so glaring in contrast to the unusual excellence in other respects that its existence is a matter of surprise. This is the unwieldy, bungling, and exasperating system of cross-reference; for instance, chap. xiii, § 3, Art. 12 (III). Unless one refers constantly to the index, there is no way of discovering to what chapter and section any article belongs but to turn back page by page to the beginning of the chapter and then count the sections through to the desired article.

H. E. SLAUGHT

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*The Physical Nature of the Child and how to Study it.* By STUART H. ROWE. The Macmillan Company.

THE attractive binding, good paper, and clear print of this book, as well as its modest size, are certainly not calculated to frighten away intending readers. The author has produced a simple, interesting and practical discussion of a side of education that is constantly assuming greater importance, but can never assume an importance beyond its desert. The book brings together the most important conclusions of scientific investigators upon the different topics connected with the growth and development of the child, especially as affected by school work. All is presented in such a way that any reader having once begun must be interested and encouraged to go further. The work is

not a technical original contribution to science for the advanced student but rather an orderly presentation of facts already known to students in this field, but not well known to the educational public at large. Probably, the average teacher could read no better work upon school hygiene, that eminently neglected realm, than the book before us, and all books which serve the purpose of bringing school hygiene to its proper recognition deserve hearty commendation.

C. H. THURBER